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Feb. 13th, 2015

**EDCP 320**

**Assignment 3 – Teaching Assignment**

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**Theme**: Skill Development- Introduction to Basketball Shooting

**Grade Level**: Grade 5

**Equipment**: 33 basketballs, basketball hoops

**Time**: 30 minutes

**Safety Issues**:

- physical safety- students using the basketballs inappropriately, eg. throwing the balls at each other

- emotional safety- students can get frustrated with not being able to get the basketball in the hoop, students not trusting their partner to catch the ball during the lying down shooting drill- can cause fear of ball hitting their face

**Objectives:**

Students will be able to:

- demonstrate the proper techniques of shooting a basketball: the four components of shooting (B.E.E.F)

**PLO's (from IRP):**

Movement Skills:

B1- demonstrate preparation (ready position), movement, and follow-through phases of a selected activity

B2- demonstrate proper technique to send an object (e.g., kick, strike, throw) at varying distances in predictable settings

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|  | Time (mins) |
| **Warm-up:**Dynamic Stretching (each done from end line to half court line and back to beginning end line)Formation- students spaced out on the end line (arms length distance apart) with teacher in front demonstrating the movements- light jog with arm rotations going forward towards half court and rotations going back towards end line)- high knees to half court, behind kicks back to end line  - (cues: keep your knees up!, kick your feet back!)- grapevine facing one wall going towards half court, facing other wall going back to end line - (cues: cross your feet in front and behind)- alternating front step lunges going forward towards half court with side arm stretch and side squats (alternating facing walls) going back towards end line - (cues for lunges: get your knee close to the ground, don't rush) - (cues for squats: get your bum low, back straight, don't rush) | 5 |
| **Activities:**1a) Teacher demonstration of proper technique to shoot a basketball (without ball)Formation- students on the circle in the middle of the court forming a semi-circle (arms length apart), teacher in the centre- Teacher identifies and demonstrates the four basic components to shooting a basketball (**B.E.E.F**):  **Balance**- feet should be shoulder width apart and in an athletic stance (knees bent, toes pointed forward)  - dominant foot can be slightly in front of non dominant foot **Eyes**- should be focused on the front or back of the rim- have a target **Elbow**- dominant shooting elbow should be at a ninety degree angle and slightly off to the dominant side so the shooter can see the basket and the ball - dominant shooting hand should be bent back and parallel with upper arm (forming a C shape) - other hand to act as a guiding hand that stays on the other side of the ball **Follow Through**- dominant shooting hand should extend vertically in an upward direction- should look like you’re putting your hand in the basket  - fingers and wrist are pointing directly downward on shooting hand - non-shooting hand should be stationary and still in a vertical position 1b) Teacher demonstration of how to properly shoot a basketball (on the spot with a ball)Formation- students on the circle in the middle of the court forming a semi-circle (arms length apart), teacher in the centre - ball placement in hand- leave a small space between palm of hand and the ball - ball should roll off the fingers in the follow through, creating backspin - power comes from the legs1c) Students practice shooting basketball on the spot Formation- students on the circle in the middle of the court forming a semi-circle (arms length apart), teacher in the centre - students will now all need to get a basketballCues: bend your knees, feet shoulder width apart, keep elbows in, extend and follow though - first use only dominant hand (5x) , then add second guide hand (5x) 2a) Teacher demonstration of how to shoot accurately using a line on the floorFormation- students on the circle in the middle of the court forming a semi-circle (arms length apart), teacher in the centre - dominant foot is on the line - ball should hit the same line farther down in front of feet2b) Students practice shooting on a line (5x)Formation- students spread out and find their own line anywhere on the courtCues: bend your knees, feet shoulder width apart, keep elbows in, extend and follow though3a) Teacher demonstration with a student volunteer for a shooting with partner drill (lying down)Formation- students on the circle in the middle of the court forming a semi-circle (arms length apart), teacher in the centre - teacher demonstrates what the partner lying on ground will do - shoots ball into air with arm follow through  - student volunteer then performs the lying on ground shot while teacher demonstrates what the standing partner will do- catches the ball and gently tosses it back to lying down partners hands3b) Students practice shooting with partner drill (lying down)Formation- all partner groups spread out around the court (need space for uncontrolled balls)Cues: extend arm, follow through, shoot straight up towards ceilingTeacher names students either A or B- A's stand on one line facing B's on the other line- Only B's need a ball- A and B directly facing each other are partners- A will stand first, B will lie down  - shoot 5x, then switch positions and shoot 5x again4a) Teacher demonstration of shooting on the hoop with partner (student volunteer) to get rebounds - starts 2-3 steps away from the hoop - 5 shots from each side, 5 shots from each 45 angle, and 5 shots directly facing hoop4b) Students practice shooting on the hoop with partner to get reboundsFormation- even amount of students sharing each hoopCues: bend your knees, feet shoulder width apart, keep elbow in, extend and follow though - same A-B partners - A partner performs all of the shots while B rebounds, and then switch positions | 5555 |
| **Cool Down/ Closure:**Formation- back to centre circle in semi circle with teacher in the middle (all sitting and without balls)Static stretching- ask students to volunteer stretching positions (make sure all main body parts are stretched)- 20 seconds for each positionSummary of lesson (during stretching)- ask students what B.E.E.F stands for- ask students why it's important to bend legs (power)- ask students why it's important to follow through (maintains the movement) | 5 |
| **Modifications/Adaptations:**Harder:- take a step or two back from the hoop when shooting- shoot only using dominant hand (no guiding hand)- shoot only using non-dominant hand (no guiding hand)Easier:- no use of hoop until correct shooting technique is performed- hoops can be lowered | N/A |

Notes:

This lesson contributes to the physical development of students because shooting a basketball requires manipulative movement skills, flexibility, hand-eye coordination, muscle strength, and muscle control.

This lesson contributes to the cognitive development of students because the skill acquisition requires problem solving (to correct technique), body/spatial awareness, neural control, and motor skills programming.

This lesson contributes to the affective development of students by having partner activities which require social interaction and trust.

**Evaluation of Skill Development**- Basketball Shooting Rubric

(Summative Assessment)

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|  | Excellent (4pts) | Adequate (3pts) | In Progress (2 pts) | Good Effort Given (1pt) |
| Balance | Foot Spacing is proper (shoulder width apart), one foot may be in front of the other. Knees are bent. Ball is balanced on hand in preparation to shoot.  | Some foot spacing is apparent. Feet may be even. Knees may be bent. Ball has some balance. | Foot spacing is narrow. Feet are inconsistent in their placement. Knees bend very little. Ball is not properly balanced on hands.  | Student is attempting to have good spacing. Feet have no spacing or too much spacing. Knees do not bend. Ball is not balanced. |
| Eyes | Student focuses on the front or back of the rim. Eyes are looking up ready to shoot. | Eyes are looking up but student does not appear to be focused on the basket.  | Eyes are looking around but not at the basket.  | Student attempts to look at the basketball rim.  |
| Elbow | Ball is parallel to elbow. Wrist is bent back. Elbow is slightly to the dominant side of the body. Guide hand is on the side of ball. Small gap is noticeable on palm of shooting hand.  | Elbow is not directly parallel to ball. Elbow may be too far off to one side. Guide hand is improperly placed, possibly on top or bottom of ball. Ball is in contact with palm. | Shooting elbow is not established. Student holds ball as if to perform a chest pass. There may be no wrist bending and student's hands are directly behind the ball.  | Student's elbow(s) are not in front. Student holds ball on sides with no apparent shooting hand. Ball may be located at hip or shoulder. No bending of wrist is noticeable.  |
| Follow Through | On shooting movement, shooting arm extends vertically in an upward direction. Student's fingers and wrist are pointing directly downward on shooting hand. The non-shooting hand should be stationary and still in a vertical position. Ball has a backspin.  | On shooting movement, shooting arm may extend upward but in a more forward direction. Student's fingers are pointing in a downward direction on shooting hand, however, fingers might be pointing to one side. Non-shooting hand may or may not be in a similar direction (2 hand shot)  | On shooting movement, one or more arms may extend in an upward trajectory. Two handed shots are apparent. Student's fingers are not in a downward direction. Non-shooting hand cannot be established. Ball has little to no back spin.  | Student's arms do not go in an upward direction. Student may have an underhand throw.Student attempts to have fingers involved in the shooting motion. Ball floats through shot. No back-spin or forward spin present.  |

# \*Rubric adapted from iRubric: Basketball Shooting Rubric (2015). Retrieved from http://www.rcampus.com/rubricshowc.cfm?code=Y53977&sp=yes&

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